

**Unit 9: Poetry: Spotlight on Visualizing (3 weeks)**

**Rationale**

*Why is this unit important and appropriate for this grade level and at this time of the year?*

During this unit, students will read and be exposed to a variety of poems. Students will work on visualizing while building fluency skills.

**Learning Outcomes**

*What do we expect students to know and be able to do at the end of the unit?*

Students will:

- Develop an appreciation for the genre of poetry
- Explore and identify elements of poetry
- Visualize as a way to understand poetry
- Build fluency across all types of texts

**Minilessons/Notes/Tips**

*What minilessons will lead to student learning outcomes?*

Possible Minilessons:

- Reading and recognizing different types of poetry (e.g., list poems, shape poems, nonfiction poems, narrative poems)
- Identifying poetic elements and the purposes of each (Create an anchor chart of the features, purpose, examples)
  - Rhythm
  - Line breaks
  - Punctuation
  - Patterns/repetition (words, line, verse)
  - Personification
  - Similes and metaphors
  - Precise and purposeful word choice
  - Mood, tone
- Visualizing to get a picture of the images being described
- Creating a mental image that goes beyond visualizing and incorporates the five senses (I hear...I see...I taste... I feel...I smell...) to understand the poem
- Acting out poems as a way to visualize and understand the meaning
- Rereading poems and finding words, lines that convey emotions, big feelings, powerful images
- Reading slowly for emphasis
- Matching voice to the way the poem was written
  - To reflect mood, tone, emotion
  - To reflect font style, size
  - To reflect white space (end of line, between verses)
- Noticing how changing the line breaks can alter the meaning of the poem
- Reading in meaningful phrases

## 2014-2015 Grade 1 Reading Units of Study

- Reading with clear, strong, smooth voices
- Thinking about what the author's message is – thinking beyond the literal
  - What is the author trying to say? Support with text evidence.
  - What does the author want the reader to think about? Support with text evidence.
  - Why did the author write this poem? Support with text evidence.
  - What is the big message of the poem? Support with text evidence.
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - Have students choose a favorite poem (may be a familiar poem from shared reading or a new one discovered during the unit), practice reading the poem using the various strategies learned, read the poem aloud to the class.
  - Have students choose a favorite poem, copy poem and then draw a detailed picture to match. In small groups have partners share the poem, the illustration and discuss why they sketched what they did (Which words, lines, etc. helped you visualize?).
  - Have partners work together to select a poem, discuss ways to act out the poem, perform the poem for the class.
  - Have students make an audio recording of themselves reading a poem fluently. Have students self-assess their fluency using a rubric. Rubrics are most effective when they are developed with students, have a limited number of behaviors to evaluate, are modeled being used.

### Notes/Tips:

- Each day students will spend time independently reading poems for a **minimum** of 15 min., reading poems with a partner for 10 min., and independently reading fiction for 25 min. Some teachers recommended that following the minilesson students work with a partner. Reading partners spend their time reading poems aloud together. (This is a suggested practice since poetry is meant to be read aloud.) After working with a partner for 10 minutes students spend their time independently reading just right texts.
- Revisit, reread familiar poems shared as part of shared reading and read aloud earlier in the year.
- Many teachers have student keep a poetry notebook where they can collect poems all year long. Following a shared reading of a poem, for example, the teacher will type a copy of the poem which students glue into their notebook (composition book) and illustrate. These poems can then be used to study the craft of poetry as part of this unit. If not, previously created, teachers begin a poetry notebook during this unit which includes copies of mentor poems, favorite poems, etc.
- Create two to three poetry anthologies that reflect the different reading levels of your students and distribute accordingly. This will enable the poems to be differentiated based on need as well as allowing students to annotate the poems and use those notes for talking with a partner.
- It is important to expose even the youngest readers to the poetry greats like Lee Bennett Hopkins, Eloise Greenfield, Langston Hughes, Georgia Heard, Douglas Florian. Some recommended anthologies include *In the Land of Words* by Eloise Greenfield (she discusses where her ideas for poems comes from), *Splish, Splash* by Joan Graham (she writes all poems about water each with its own structure), *Insectlopedia* by Douglas Florian (he writes poems about different types of insects integrating science and poetry), *Did You See What I Saw?* by Kay Winters (she writes poems all about school).
- Create a class chart of poetic words and phrases.
- Post poems around the room and school that go together (e.g., poem about water near a faucet, poem about the sky on the window).
- Consider using tape recorders, video cameras or computers to record students reading aloud poems so they can self-assess their fluency (intonation, rate, phrasing).
- Suggested poetry homework includes having students bring home a poem read aloud. At home students practice reading the poem, sketch as a way to visualize the poem, mark on a checklist the poetic elements the poem includes.
- Model how readers use the skills of fluency and visualizing when reading all genres by reading aloud all types of texts.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/).**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.

**Professional Resources**

*What professional resources will be helpful in planning the unit?*

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 1<sup>st</sup> Grade Reading Curricular Calendar 2010-2011*
- *The Complete Year in Reading and Writing: Grade 1* by Jaime Margoles and Pam Allyn (Chapter 5, pp.149-156)
- *Climb Inside a Poem: Reading and Writing Poetry Across the Year* by Georgia Heard
- *Awakening the Heart: Exploring Poetry in Elementary and Middle School* by Georgia Heard
- *Kids' Poems: 2<sup>nd</sup> Grade: Teaching Second Graders to Love Writing Poetry* by Regie Routman
- *Reading for Meaning* by Debbie Miller (Chapter 6)
- *Primary Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Strategy Guide 4 Infer and Visualize)
- *First Grade Readers* by Stephanie Parsons (Chapters 3-6)
- *Comprehension: Strategic Instruction for K-3 Students* by Gretchen Owocki
- *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency and Comprehension* by Timothy Rasinski
- *The Fluent Reader in Action: PreK-4: A Rich Collection of Research-Based, Classroom-Tested Lessons and Strategies for Improving Fluency and Comprehension* by Timothy Rasinski
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson